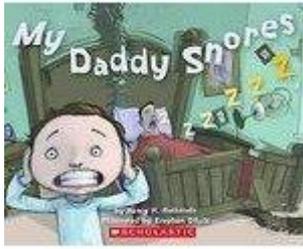


Amyzar Alwi, Kuala Lumpur



'My Daddy Snores' by Nancy H Rothstein

Profile of students to use the text with: 5-9 years old

Role of Illustrations in the Book:

- Muted colours suggest night-time and a sense of foreboding.
- The illustrations creatively interpret the use of comparisons (similes) in the story. For example, when Daddy is described as snoring like a dinosaur's roar, he is a dinosaur in bed next to Mommy. When he's whistling like a tea kettle, his head is a tea kettle. When his snore described as chugging like a freight train, he is a freight train crashing through the wall of the bedroom and the bed in which Mommy was in. When he buzzed like a bumblebee, he is a bumblebee. On Saturday, when Daddy's snore honked like a truck, he is the truck's honk.
- The story is a good resource for introducing onomatopoeia . On Monday, when Daddy snore boomed like a dinosaur's roar, the windows rattled. On Tuesday, Daddy's snore rumbled like an earthquake so Mommy slept in the bathtub. But, the faucet dripped water on her head...all night long...drip! drip! ...drip!..drip! drip! drip! drip! On Thursday, Daddy's snore buzzzzed like a bumblebee so Mommy slept in the doghouse.
- The illustrations and narrative are key to the build up of interest, excitement and suspense in this page turner. Illustrations of daddy's snoring often fill up two pages with a two line narrative pattern to tell the story. The narrative on each page end just so with the enigmatic "So..." that will cause your hand to involuntarily reach for the next page to reveal what happened =next in Mommy's game of "Musical Beds" to find that elusive good night's sleep.
- The use of different font styles and sizes further heightened the drama of Mommy's game of "Musical Beds".

boomed rumbled broke all night long

So... very loudly!

Teaching Strategies/ Techniques:

- **SNOREscape**

Children select any everyday object found in the classroom or at home to create an unusual noise caused by snoring. Children can use vocals instead of objects, if they wish. Children write a simile (or more) for their snore. Similes may be original or borrowed.

Children form two rows facing each other to create a SNOREscape pathway for "Daddy". In their row, children stand at arm's length from their friends. When "Daddy" (the teacher and/or a few "Daddy" volunteers) walk through the SNOREscape, children come in with their snore at different times to create an interesting layering effect. As he walks, "Daddy" would be able

to clearly hear the different strata and identify the changing timbre of the snore. He raises one finger if the snore is suitable, 2 fingers if the snore is creative, and 3 fingers if the snore is highly creative. When "Daddy" reaches the end of the SNOREscape, he describes some of the snores he heard through use of similes. The teacher lists "Daddy's" comparisons as well as similes written by the children on the board for whole class discussion.

- **Days of the week game**

In groups of 7, children sit in a circle and choose any day in the week. The child who chooses Monday reads aloud the narrative part about Daddy's snore and what Mommy did to escape Daddy's snore on Monday, substituting the simile in the book with his/hers. The "Tuesday child" continues, reading aloud the event that happened on Tuesday and substituting the simile in the story with his/hers. This continues till the end of the story with everyone taking a turn at reading according to the day of their choice.

Teacher recites the poem to the class:

"Morning After":

I said, Mommy! Mommy!

Please don't snore so loud.

Mommy! Please!

Please don't snore so loud.

You're just a little woman but you

Sound like a great big crowd.

(Unknown)

Children take turn to recite the poem (in any style, e.g. rap) changing "Mommy" to any person of their choice and the last two lines of the poem.

- **Sleep Awareness Day**

With reference to websites and books listed in the after-word, children research on sleep apnea and write down any three interesting facts about sleep apnoea on the "post-it" provided by the teacher. Based on their research, children design their own "Sleep Apnoea Awareness Day" ribbon/bracelet to wear to school for "Show and Tell". In class, children explain the significance of their ribbon/bracelet design and share the three facts they noted down. After "Show and Tell", everyone takes a turn to paste their ribbon/bracelet and "facts post-it" on a construction paper to create the class "Sleep Apnoea Awareness Day" collage.

- **Hot-seating**

Daddy, Mommy, Narrator, Natalie, Hammy, Rover, Splishy are hot-seated through use of a Prompt Poster approach. The teacher needs to prepare a 'Hot-seating' poster such as the one below,

Hot-seating!

1. Who..?

2. Where..?

3. When..?

4. Why..?

5. What..?

6. How..?

In the hot-seating session, the teacher would assume the Hot-seat and model how to use the poster:

Teacher: Now I'm Natalie. Who would like to ask me a Number Six question?

Pupil1: How did you feel when Mommy slept in your crib?

Teacher: (Answer) followed by... Who would like to ask me a Number Three question?

The pupil in the Hot-seat, using this method, is actively involved in controlling the breadth of question types that are asked. Once modelled by the teacher then pupils can take on a role and apply the approach. The teacher would join the rest of the class and would only prompt the pupil in the Hot-seat if they didn't encourage a 'spread' of questions.

The prompt poster approach can be varied in order to focus attention on an aspect of characterisation such as Beliefs and Motivation to develop a more in depth understanding of character development.

Project 2: Sarina Salim, Malaysia

Profile of students: 9 to 10 year-old children in Malaysian primary schools. These children will be in Years 3 and 4 of their primary education. It is easy enough for the rural children to cope with in terms of understanding the story as it is a familiar situation but challenging enough for very proficient students to benefit from the language and illustrations.

Main Reason for selection;

- It is a familiar setting and a common situation within a family
- There are wonderful language patterns and rules that can be taught.

Role of illustrations in the book and the significant features:

Colour

- The colour used throughout is dull and dim to represent 'night time' when daddy snores.
- The colour changes to bright pink and orange with swirling patterns on Sunday to show mum's uncontrollable mood.
- At the doctors, the beige gives a soothing feeling that perhaps things are better now.
- 'On Sunday night...' the excessive green depicts that all is calm and well... until.... It goes back to grey and glum when daddy starts talking in his sleep.

Font

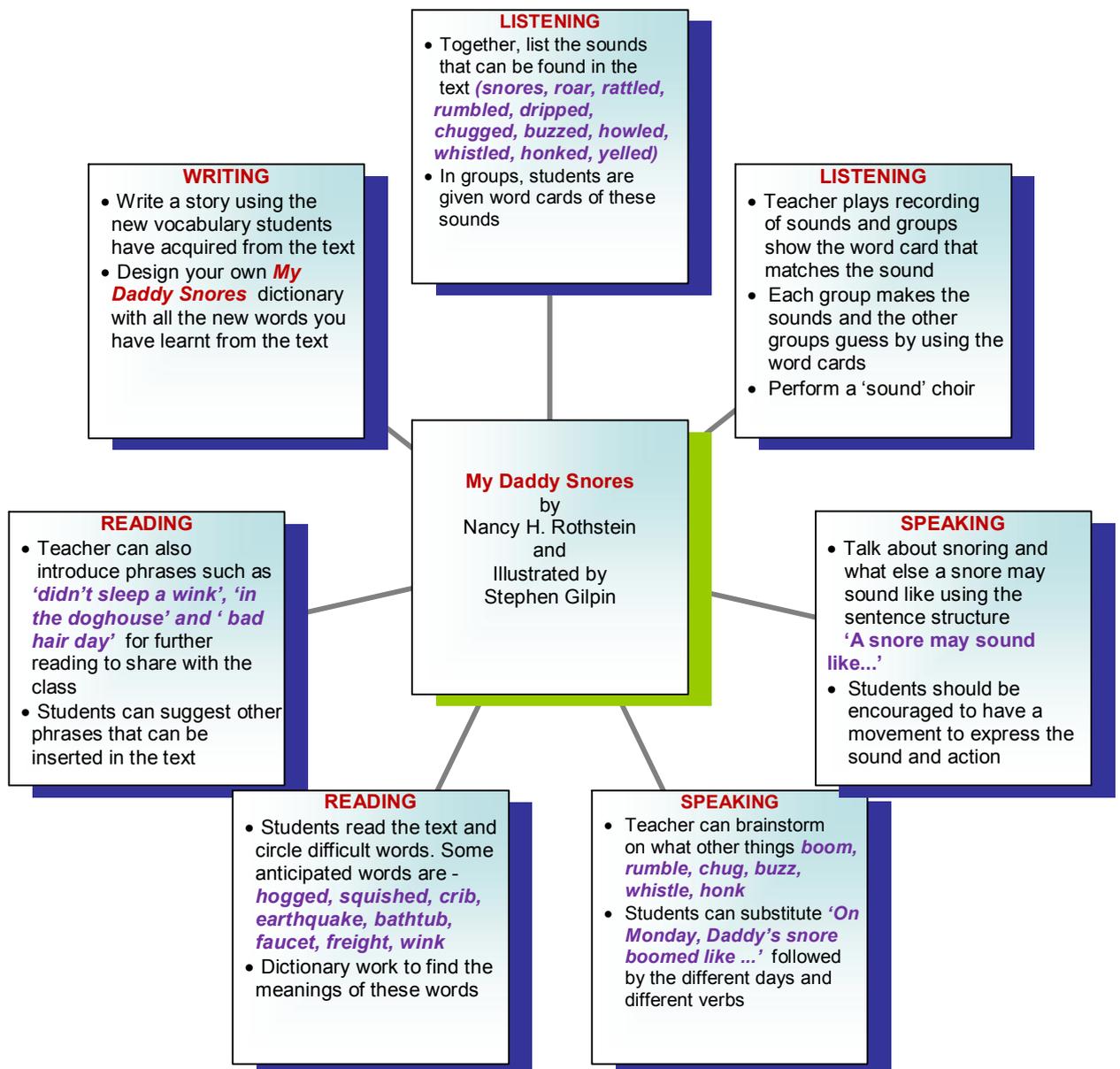
- Shapes of words represent how they sound and move (e.g. 'snores' with the zzzz moving upwards, 'boomed' with the 'm..e..d' getting larger to show the impact of the sound, 'rattled' and 'trembled' look as if they are moving like that sound, how 'loudly' gets larger to show the loudness, 'dripped' with a falling look of the actual action etc).
- Where the words are placed is also important as it sets the tone in the book. For example, "On Sunday night, Daddy didn't snore...." is nicely tucked in at the bottom left-hand corner of the page as if to say that everything is fine finally until the next page when the text is placed at the top right-hand corner as if to bring us back to our senses and be prepared.
- Daddy's words on the last page are placed in a speech bubble with extra large fonts which are like a warning sign of what's to come.

Graphics

- How daddy's snore is depicted is hilarious and children can associate with the visuals of a dinosaur, the freight train, the bumblebee, the teapot etc.
- There is a lot of exaggeration in the visuals to show the extremity of the situation with a very simple background (e.g. the lamp and bedpost shaking, mum freezing on the bed, mum squished in Hammy's cage, mum and dad's expressions on the last page to show contrasting effects.)
- It will be great if children can see that what is drawn is an illusion of how the mum feels and what she is experiencing but not really happening.

Teaching Strategies/ Techniques

- In the Malaysian context with the specified target students, the best aspect to exploit from this book is in its vocabulary. *My Daddy Snores* is truly rich in vocabulary which is not common to Malaysian children. The listening skill should be about sensitising them to the many sound effects that can be found in this book. There are many ways of approaching the speaking skill but in this context, it will be helpful to the not-so-proficient speakers to have a structure to help them. Of course the more proficient ones can speak freely on the topic. Again in the reading section, working on the vocabulary is an asset and using the vocabulary in their writing will help elevate the skill tremendously. As for thinking skills, being able to imagine or suggest what else chugs, trembles or drips needs understanding of the concept and connection to the surroundings.



Other skills developed

- Students need to know the characteristics of a dictionary in order to work on a picture book dictionary. There has to be planning in terms of which words come first as in alphabetical order, which definitions come first and why as well as appropriate illustrations to explain the words and phrases.

Cross-curricula connections

- Health education – a project on snoring: what causes it, who suffers from it, how snoring can be cured etc.
- Science – where do animals live? In this story there is the goldfish in a bowl, a dog in a doghouse where ‘kennel’ can be introduced, a hamster in a cage, the birds in a nest etc.

Cultural / Social loads

- In the rural areas, the idea of a ‘crib’ may be a bit foreign as children here are usually placed on a little mattress on the floor or in a kind of swing.
- There are no earthquakes in Malaysia so that phenomenon needs to be shown graphically with the sounds.
- A ‘bathtub’ is not a common thing in Malaysian homes. Something that needs to be introduced in the form of graphic and explanation as the bathing ways are very different.
- A ‘freight train’ is also an uncommon sight that needs further explanation. Perhaps pictures or a trip to the older railway stations can help.
- Keeping hamsters is becoming more popular in the urban areas but not in the rural areas. It may seem odd why we would keep hamsters as pets. So an introduction to different kinds of pets could be a good lead in to this topic.
- The idea of sleeping in a doghouse may be sensitive to Muslim pupils but if explained in relation to the culture and the phrase ‘You’ll be sent to the doghouse’ as a form of punishment, this may be acceptable.
- The use of the word ‘truck’ needs to be explained as in Malaysia we mainly have ‘lorries’.

How this book facilitates students’ learning of English:

- It is very rich with vocabulary that Malaysian students may not come across easily such as ‘faucet’, ‘freight’, ‘doghouse’, ‘zombie’ etc.
- Sentence patterns are evident which helps with their writing for example ‘On Monday, Daddy’s snore.....’, ‘On Tuesday, Daddy’s snore...’ and ‘She tried sleeping in ... but ...’ etc.
- The rule of possession using the apostrophe ‘s is another fantastic language feature that can help students understand the concept better as in “Daddy’s snore”, “Hammy’s cage”, “Natalie’s crib”, “Splishy’s bowl”.
- Punctuations used in this story have their own significance as in ‘...’ to show pause or a wait, exclamation marks to show an ‘oh no’ expression, inverted commas for “Musical Beds” to show it is like a new game etc.
- The idea of synonyms, “Daddy’s snore boomed like.....” which can be related to “Musical Beds is like...”.